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ABSTRACT

This paper reviews program for social skills development to reduce conflicts, increase self-control, reduce instructional time spent dealing with behavior problems, and increase teacher satisfaction. The problems of deficiencies in prosocial skills were documented in three fifth-grade classes. Loss of students' recess time, and minutes of instructional time lost due to solving student conflicts were charted; additional data were collected from parent contacts. Analysis of probable cause data revealed that students lacked social skills in areas of empathy, solving conflicts, and dealing with anger. Faculty reported lost instruction time spent dealing with behaviors resulting from student's lack of social skills. High student mobility rate, high minority enrollment, and an increase in low-income families are important among probable causes of inappropriate prosocial skills. A review of possible solution strategies resulted in the decision to increase instructional time for social skills knowledge and development. Classroom teacher satisfaction was increased through the direct instruction of targeted social skills by modeling, role playing, and reinforcing for transfer. Postintervention data indicated social skills instruction resulted in an increase in classroom instructional time and student's knowledge of appropriate social skills. Classroom teachers reported students' use of appropriate social skills increased after the intervention. (Contains 27 references and 10 appendices.) (EMK)

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THE POWER OF POSITIVE PEER INTERACTION

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ABSTRACT

This report describes a program for social skill development to reduce conflicts, increase self-control, reduce instructional time spent dealing with behavior problems and increase teacher satisfaction. The targeted population consisted of three fifth-grade classes located a Standard Metropolitan Area in the northwestern part of the state of Illinois. The problems of deficiencies in prosocial skills were documented. Data were collected from parent contacts, charting loss of students' recess, and charting minutes of instructional time lost due to solving student conflicts.

Analysis of probable cause data revealed that students lacked social skills in area of empathy, solving conflicts, and dealing with anger. The faculty reported that they had lost instruction time dealing with behaviors resulting from students' lack of social skills. Review of the literature suggests that the changing local population resulting in a high student mobility rate and a higher minority enrollment with an increase in low income families are probable causes of inappropriate prosocial skills. Other causes that were identified were an absence of adult supervision before and after school and a lack of direct social skill instruction in the classroom.

A review of solution strategies resulted in the decision to increase social skills development and knowledge and instructional time. Classroom teacher satisfaction was increased through the direct instruction of targeted social skills by modeling, role playing, and reinforcing for transfer.

Post intervention data indicated social skills instruction resulted in an increase in classroom instructional time and students' knowledge of appropriate social skills. Classroom teachers reported students' use of appropriate social skills increased after the intervention.

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CHAPTER 1

PROBLEM STATEMENT AND CONTEXT

General Statement of the Problem

Are educators spending a great deal of time each day at school addressing social problems? For the most part, the public has traditionally believed that the primary role of the schools is to teach children the basic academic skills. Instructors are increasingly assuming greater responsibility for teaching appropriate social and behavioral skills to their students. Teachers today complain they are losing valuable instruction time while dealing with social problems. Many teachers find themselves dealing with playground conflicts, hallway and cafeteria disruptions, and off-task behavior in the classroom. Many educators conclude that the time spent trying to deal with these behavioral problems can be better spent teaching children how to prevent conflicts in a socially acceptable manner. The educators are beginning to recognize the importance of providing students with instruction regarding problem-reducing and problem-avoiding prosocial and affective skills.

The students of the targeted elementary school in the three fifth grade classes display deficiencies in the prosocial skills of self-control and resolving conflicts. Evidence for the existence of the problem includes: frequent parent contacts, the numbers of students serving detention during recess, and instructional time spent resolving student conflicts. Teacher and student checklists that identify social skills provide further evidence of strengths, weaknesses, and

the frequency of the occurrence of those skills. The classes represent heterogeneous groupings which include students with learning disabilities (LD), children who are identified as educationally mentally handicapped (EMH), and children with behavioral disorders (BD). These children are weak in the skills, abilities, or behaviors needed to be socially competent. Students that are lacking in these prosocial skills often do not possess the social knowledge necessary to respond appropriately in social situations.

Immediate Problem Context

The targeted school is the largest of fourteen elementary schools in the district that combines rural and urban settings in the Mississippi River area known as the Quad Cities. More than 500 students are enrolled in kindergarten through grade six school structure located in a diverse ethnic neighborhood. Minority enrollment of the building is significantly higher than the rest of the district at just more than 25%. The racial and ethnic background of the school is as follows: White non-Hispanic 72.3%, Black non-Hispanic 2.6%, Hispanic 24.8%, and Asian/Pacific Islander 0.4%. The Limited English Proficient students include 5.7% of the student population. Limited English Proficient students are those who have been found eligible for bilingual education. In addition, 52.5% of the school's students come from low-income families. Low-income is defined as families receiving public aid, living in institutions for neglected or delinquent children, being supported in foster homes with public funds, or being eligible to receive free or reduced price lunches. Many single family residences in this part of town have been converted to multiple family rental homes, increasing the student mobility rate to 23.2%. The student mobility rate is based on the number of students who enroll or leave a school during the school year. Students may be counted more than once. The school attendance rate is 95.1%. The

chronic truancy rate is 3.5%. Chronic truants are students who were absent from school without valid cause for 10% or more of the last 180 school days.

The average class size at the targeted school is as follows: kindergarten is 24.0 students, grade 1 is 24.3 students, grade 3 is 24.7 students and grade 6 is 23.0 students. Average class size is the total enrollment for a grade divided by the number of classes for that grade reported for the first school day in May. The staff at the targeted school is among the most stable in the district, with retirements and spousal transfers, being the main reason for changes. Staff members work together in teams to develop instructional programs and special activities that complement the curriculum and enhance the learning experiences for students.

The targeted school has 28 certificated staff members including standard classroom and special teachers. Education for this staff includes 32% with a masters degree plus 30 hours, 14% with masters degrees, 36% with bachelors degrees plus 15 hours, and 18% with bachelors degrees. The experience level of the staff varies with 29% of the staff members having 10 years or less experience, 32% with 11 to 20 years, 18% with 21 to 25 years, and 21% with more than 25 years of experience.

The targeted school opened its doors to students in February 1970. The two-story brick structure replaced two previous schools built in 1880 and 1890 respectively. Special features of the school include the DuKane Corporation's SMARTSYSTEM, a telephone communication system linking each classroom with present and future technology; and an Integrated Learning Systems (ILS) where every student in grades 1 to 6 participates in daily computer laboratory opportunities. The building has made a strong commitment to the acquisition of technology as well as being the first elementary school in the district to have a computer laboratory.

The targeted school's mission is to assist individual students to acquire the academic, behavioral and social skills necessary to become contributing members of society. The targeted school strives to develop lifelong learners through a collaborative effort of teachers, students, and parents. The school develops and maintains an awareness of the needs and expectations of current and future students. The staff utilizes various forms of information to promote learning, well-being, and satisfaction for all students. The implementation of programs such as Help Each Learning Professional (HELP) that encourages a collaborative approach to problem solving, Integrated Learning System (ILS) reports which reflect computer work completed in reading and math, Reading Recovery assessments for students who need intensive individual instruction in 1st grade, Title I support in math and reading for grades 1-4, and Special Education that includes speech and language services for students preschool through grade 6 help to fulfill this mission.

Non-academic services and programs which are available within the school to support students are breakfast and lunch programs, parent coordinators for Title I and bilingual students, before and after school programs affiliated with the Young Mens Christian Association (YMCA), interpreters, and parent nights to educate parents and encourage involvement in learning. The First Day Fund is a program designed to ensure that every student starts the year with school supplies. Rainbows, a program that gives support to students who have suffered a loss through death, divorce, or separation, has been initiated. Peer tutoring in the classrooms and a student council mentor program for kindergarten through grade 2 has been established for students that are at-risk because of attendance or behavior problems. Students also benefit from the services of a guidance counselor.

The targeted school also has specific after school programs, procedures, and instructional

strategies to identify, counsel, and assist at-risk or underachieving students. These after school interventions include the Rock Island County Council on Addictions (RICCA) program; tutoring after school at a local church; and after school computer instruction. The Boys' and Girls' Club of America offers a variety of after school academic and non academic activities. Many programs and clubs are available to students of all ages such as Dad's Club, Boy Scouts, Girl Scouts, and 4-H.

The targeted school has always maintained strong ties to the community by involving residents and area business people in many school activities. Community residents are involved not only as participants who enjoy the ice cream socials and carnivals, but also plan and finance many educational programs throughout the year. The Parent Teacher Association (PTA) is very active in donating funds for school supplies and materials, helping with fund raisers, and teaching crafts at holiday time. The Dad's Club freely donates time and money for sports activities. A local bank has established Bank One which provides children with the opportunity to invest this money and learn about savings accounts and banking. The school has formed a partnership with the neighborhood nursing home by providing year round activities that are highlighted by holiday programs that enrich the lives of residents and students. Bethel Wesley Church offers many enrichment activities and tutoring for students at the targeted school and at the church. Communication has been established with the church members who are shut-ins.

The Surrounding Community

The community is located on the Mississippi River in the northwestern part of the state of Illinois midway between Minneapolis and Saint Paul, Minnesota to the north and Saint Louis, Missouri to the south; and between Chicago, Illinois to the East and Des Moines, Iowa to the

West. The city is the center of what is commonly known as the Quad Cities metropolitan area consisting of Davenport, Iowa and Rock Island, Moline, and East Moline in Illinois.

The Standard Metropolitan Area (SMA) has a population of more than 369,000. This community is the principal area within the school district according to population and valuation. The population of the city, located in Rock Island County, is approximately 43,500 and is large enough to provide the facilities and services for modern living, yet small enough to possess cohesion and community spirit.

Major employers in the SMA are Deere and Company, Rock Island Arsenal, Alcoa, Case International Harvester, Oscar Mayer, Mid American Energy, Genesis Medical Center, Trinity Medical Center, and Eagle Foods. As of November 1994, the hourly earnings for the average employee was $13.92. Unemployment rate for the same period was 4.4%.

Based on the 1990 United States Census, the community's profile is as follows: male 47.2%, female 52.7%, White 94.1%, Black 2.0%, and Hispanic 6.8%. The median age is 35.4. The average number of persons per household is 2.35. Census figures show that citizens age 25 and older have completed their education as follows: 0-8 years elementary, 13.4%; 1-3 years high school, 14.2%; 4 years high school, 43.5%; 1-3 years college, 17.8%; and 4 or more years of college, 14.8%. Comparisons between the 1980 and 1990 census indicate an increase in the number of Hispanics and Blacks to the area. The census also indicates an increase of 2.8% in the age group of 65 and older.

The targeted school district in this community includes most of a city, all of a village (population 3,770), and surrounding unincorporated areas. This unit school district operates grades kindergarten through twelve with a population in November 1997 of 8,230 students. The

school district operates one high school, an alternative high school, two middle schools, thirteen elementary schools, one pre-school special education building, and an area special education center. The school district is also responsible for the educational program in a residential facility for delinquent boys. The district provides education for students of families living on the Rock Island Arsenal Island, a Federal facility. There is one parochial school in the district that serves grades kindergarten through eight.

The student profile for the targeted school district includes: 84.6% White, 4.2% Black, 9.8% Hispanic, and 1.1% Asian. The attendance rate for the district is 92.9%. The high school graduate rate is 80.0%. The student mobility rate is 23.1%, and the percentage of the students from low income families is 26.7%.

During the past fifteen years the schools of this district have experienced a variety of dramatic changes. There has been a massive reduction of the farm equipment industry, an increase in the number of school children living in poverty, and an increase in the number of minority students who come to school with limited English skills. This group of students has comprised a disproportionate number of the high school drop outs. Over the past five years, the student mobility rate has increased.

The community has various support groups such as the John Deere Foundation which gave the district a grant that enabled them to complete individual building computer labs. The district has formed a partnership with John Deere Harvester Works. This partnership includes visiting the districts schools on career day, initiating the "Teacher for a Day" program, and recognizing those teachers and students for excellence with a special program several times throughout the year. The Rock Island Police Benevolent Society offers funds every year to be

used on an educational project of the district's choice. The local newspaper publishes articles written by students about what is new at their school and about their favorite educational activities. Other community programs are Drug Awareness Resistance Education (DARE), Junior Achievement Program, Classroom Connection, and Project Success. Project Success is a program that includes free immunizations, lead screening, and physical examinations for students preparing to enter kindergarten and fifth grades.

National Context of the Problem

The concept of social skills dates from the early work of Moreno (as cited in Walker, 1994) who was interested in identifying the behavioral social preferences among children. The interest in social skills increased in the past decade based on research which indicated the key role that social skills play in determining the broad range of social and behavioral adjustments in children and youth. Teachers, family members, and community workers were concerned by the deficient social skills of individuals in society. Several studies such as the one by Strain, Guralnick, & Walker (as cited in Walker, 1994) had identified children who have weak social skills and poor peer relations early in school and were at-risk for a number of negative developmental outcomes such as low self-esteem, low achievement, school drop-out, juvenile delinquency, and relationship adjustment problems following secondary school. Social skills and social competence were important mediators of school success and long-term developmental status. Social skills were so important that acceptable levels of mastery should be mandatory for all children as part of the educational process.

Concern had been expressed about prosocial skills deficits and the impact of those deficits on the educational environment. Many teachers had expressed concern and frustration regarding

the disruptive, withdrawing, or otherwise problematic behavior of some of the children in their classrooms. These teachers faced increasing difficulty in trying to deal constructively with such problematic behaviors. One way to remediate these prosocial skills deficits was by the direct and systematic instruction of appropriate behaviors. Teachers must teach constructive behavioral alternatives in a manner similar to the teaching of academic subjects, using applied systematic psycho educational techniques. Researchers felt it was not enough to make students aware of the behaviors that were unacceptable (McGinnis, Goldstein, Sprafkin, and Gershaw, 1984).

Healthy relationships were characterized by mutually positive exchanges that lead to socially desirable consequences. Students who exhibit unhealthy relationships were considered at-risk for problems later in life. Educators had a number of tools and techniques available to assess and promote social skills acquisition. Healthy relationships were characterized by positive, active engagement, and communication according to the rules of society. Among children who had been referred to child-guidance clinics, 30% to 75% had peer problems according to their parents as stated in a study by Achenback and Edelbrook (as cited in McCallum, 1993). Asher (as cited in McCallum, 1993) had given other descriptions of good relationship builders that inhibit aggressive and insulting behaviors such as joining in a game and knowing how to share. Children must know how to initiate conversations and to build relationships, to be supportive of peers, to tactfully disagree with others, and to manage conflicts effectively according to Bigelow, LaGaipa, and Shantz (as cited in McCallum, 1993). Children who can build good and effective relationships and elicit positive responses from others had many more opportunities to refine their social skills. Teachers can directly influence children through their interactions and indirectly by the structure of the classroom environment. One important aspect of the classroom environment is the

provision of social rules such as asking permission to speak and being able to follow directions. These rules become internalized quickly for many children reported by Wallat and Green (as cited in McCallum, 1993). Social skills acquisition can affect relationship building for children who usually experience difficulty in relating to their peers and teachers.

The research indicated that a lack of social skills can lead to behavior problems in and out of the classroom, to poor peer relationships, and to disruptions in classroom instruction. Teachers today expressed concern that prosocial skills deficits were affecting today's classroom.

CHAPTER 2

PROBLEM DOCUMENTATION

Problem Evidence

In order to document the extent of student deficiencies in the prosocial skills of self-control and resolving conflicts researchers in the three targeted classrooms recorded parent contacts, office referrals, loss of recess, and instructional time for the first three weeks of September. Surveys were administered to teachers and students to aid in the recording process.

During the baseline data period, there were 62 students involved in the pre-intervention data collection. The classrooms were labeled as A, B, and C during the three week period to document the differences in the make-up of each class. Teachers recorded the information in their classes over this time period on a document developed by the researchers (Appendix A). A summary of the number of incidents is presented in the table below.

Table 1

Categories and Number of Discipline Referrals

Classrooms	A	B	C
Office Referrals	0	7	0
Parent Contact	5	6	9
Lost Recess	2	12	4
Instructional Time Lost	64	175	83

All five office referrals during the three week period were from classroom B. Parent contacts were made by all three teachers for a total of 20 contacts. Students' loss of recess occurred during the first week of documentation for a total of 18 recesses lost. Instructional time lost was 322 minutes for the three week period, the equivalent of one school day.

Student surveys were also completed during the first three weeks of September (Appendix B). The teachers read and explained the meaning of each survey item. This procedure was followed to insure each students' understanding and comprehension of the survey items.

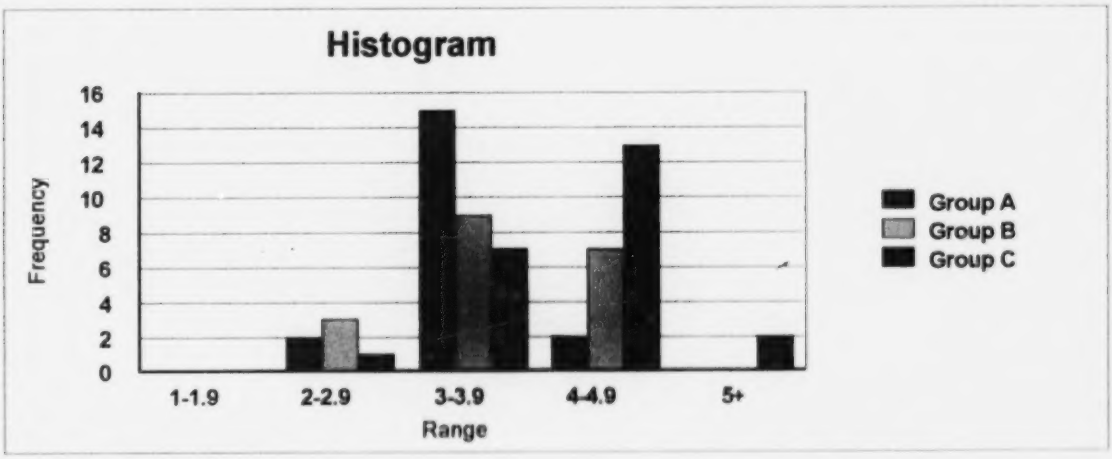

Figure 1

Range and Frequency of Student Responses on Social Skills Surveys

Data collected from the student surveys were tabulated for a range of scores (Appendix C). The individual averages for each student were calculated and ranked for their class. The tabulated range of scores were plotted in Figure 1. For the purposes of this research the individual classes will be referenced as Class A, B, or C. Of the three groups, A and B reflect the normal distribution of scores, and group C's distribution indicates a higher awareness of social skills.

Teacher surveys were completed during the same time period as the student surveys (Appendix D). Surveys were completed by the three targeted classroom teachers and the speciality staff. The specialty staff consisted of art, music, physical education, library teachers, and the lunchroom aide. The researchers asked that the surveys be completed with consideration given to the social skills of the students in the targeted classrooms.

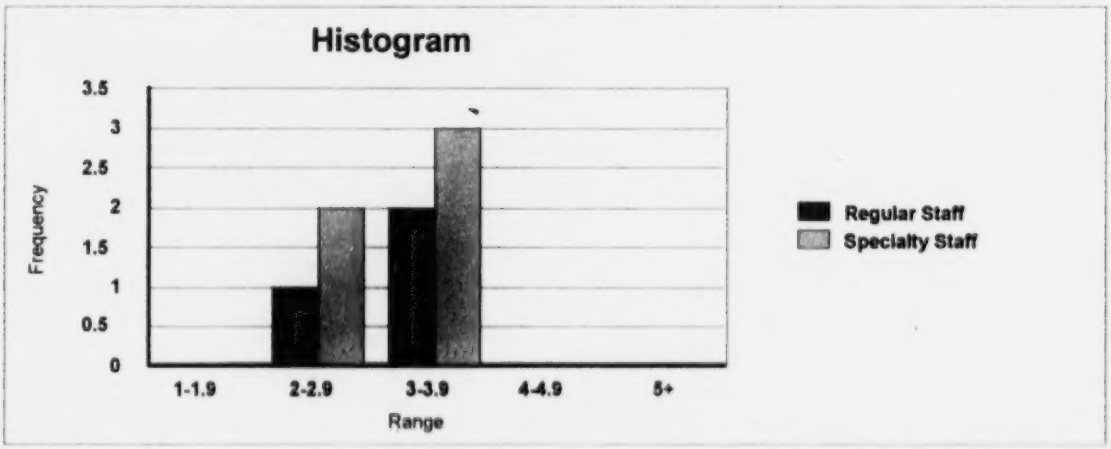

Figure 2

Range and Frequency of Teacher Responses on Social Skills Surveys

The scores from the teachers surveys were plotted in the same manner as the student surveys. Specialty staff indicated the students have higher social skills than indicated by the classroom teachers. The specialty staff sees the students for a limited amount of time each week. Both groups of staff rated the students lower than the students ranked themselves.

Probable Causes

Children come to school with many experiences that affect their behavior. Teachers at the targeted school must deal with the changing local population, as evidenced by the high student mobility rate and a significantly higher number of minority enrollment then the rest of the school district. As a result of the number of low income families, the targeted school qualifies as a Title I school. Many students are unsupervised before and after school at home. The targeted school offers a before-and-after school latchkey program. The targeted school, with over 500 students, is the largest elementary school in the district which makes student management more challenging. The targeted school does not have an adopted school-wide discipline plan or a curriculum for social skills instruction.

The literature suggested several underlying causes for inappropriate prosocial skills in the school setting. According to Berreth and Berman (1997) the school community needed to develop empathy for diversity in cultures and beliefs by expanding the boundaries of family, religious, class, cultural, national, or racial groups. If teachers do not provide students with discussions of literature and direct contact with people who differ in their culture students will not develop caring relationships and the abilities to resolve conflicts.

Garbarino (1997) stated that children's social well being is threatened by violence, poverty, and other economic pressures on parents and their children. Additional pressures include the disruption of family relationships and other trauma, depression and despair. Fordham University's Institute for Social Policy produces an Index of Social Health for the United States. From 1970 to 1992, this index showed a decline from 74 to 41 as measured by Miringoff (as cited in Garbarino, 1997), meaning that the over all well being of our society decreased significantly.

Also Garbarino (1997) stated that over the past thirty years the amount of time parents are spending with children in constructive activities had decreased as much as 50%. The lack of adult supervision compounded other negative influences in the social environment. Students home alone were more vulnerable to inappropriate social problems.

Carter and Sugai (1988) found that students' social skill deficits interfered with the presentation of classroom instruction and disrupt classroom routine. These children also exhibit negative interpersonal interactions. Children must be taught how to become more socially competent using the strategies that teachers use for academic instruction as shown by the Cullinan and Epstein study, as well as the Rathjen study (as cited in Carter and Sugai, 1988). These strategies included instruction, practice, and feedback.

The University of Washington's Raising Healthy Children Project was based on the premise that today's youth need social and emotional learning opportunities. A report published by the U.S. Department of Labor listed interpersonal skills as essential for high school graduates if they are to succeed in finding meaningful work. The W.T. Grant Consortium on the School-Based Promotion of Social Competence noted that teachers with curriculums dealing with social skills were more satisfied with their classes than teachers who did not (as cited in Cummings & Haggerty, 1997).

A summary of the probable causes for the problem gathered from the targeted school and from cited literature included: changing local population that included a high student mobility rate and a high number of minority enrollment, an increase in low income families, and lack of adult supervision for many students before and after school. Since the targeted school had no curriculum for instruction of social skills, the focus of this study addressed this cause.

CHAPTER 3

THE SOLUTION STRATEGY

Review of Literature

Research suggested several strategies for decreasing inappropriate behavior in the classroom. One of the major strategies focused on the belief that teaching prosocial skills should be a part of all mainstream programs. Tyler stated the curriculum of the school should no longer focus on the memorization of facts and the development of fixed habits, but should identify and solve social problems and work toward developing constructive problem solving strategies (as cited in Costa, Bellanca, and Fogarty, 1992b). The teaching of prosocial alternatives should use planned and systematic applied psychoeducational techniques such as modeling, role playing, performance feedback, and transfer of training. Researchers believe prosocial skills deficits are not limited to difficulties that can be remediated through incidental teaching. Teacher student discussions were not sufficient. Teaching prosocial alternatives at an early age may have contributed to a child's personal development and aid in the prevention of more serious behavioral difficulties (McGinnis and Goldstein, 1984).

McGinnis and Goldstein (1984) stated there are three main reasons why children may fail to respond appropriately in social situations:

1. the child may not know what the appropriate behavior is;
2. the child may have the knowledge, but lack the practice; or

3. the child's emotional responses may inhibit the performance of the desirable behavior.

Some children had not developed the ability to perceive the needs of others. Adults may be reinforcing aggressive behavior rather then prosocial actions. The teaching of positive prosocial behaviors increased a child's success in developing behaviors needed (Fort McMurray School District 2833, 1993). For this study, social skills were defined as socially acceptable behaviors that enable a person to interact effectively with others and to avoid socially unacceptable responses from others (Gresham and Elliott, 1990).

Burke (1992) stated that if teachers do not take the small amount of time to re-educate students with positive social skills, they will spend a great deal of time correcting and disciplining disruptive students throughout the year. Regardless of what teachers hope students have learned at home and in earlier grades, they still need to take the time to teach specific social skills to students.

Social skills training that promotes psychological health and well-being help youth better understand their emotions, control their anger, and curb their aggressiveness. Social Skills training can help prevent delinquency, substance abuse, teen pregnancy, and school failure (Pittman, O'Brien, and Kimball, 1993).

Teachers spend an increasing amount of time on behavior problems. Social Skills programs promote teaching of interpersonal cognitive problem solving and behavioral social skills training. A study combining these two techniques found this approach to be most effective in establishing prosocial behavior in fourth and fifth grade students (Committee for Children, 1991). Burke (1992) concurred that the emphasis on social skills instruction must be continued in the middle grades and high school because that is where the peer pressure is the strongest.

Researchers stated that prosocial skills allow students to develop positive relationships with others, cope with behavioral demands, and communicate their needs. Academic performance, personal vocational, and community competency increased (Walker, Schwarz, Nippold, Irvin, and Noel, 1994). Chief executive officers of the Fortune 500 corporations agreed that K-12 schools must stress interpersonal skills, including the ability to work collaboratively in diverse cultural settings, in the school curriculum and instruction. The "Fortune 500" corporations' executive officers commented on the need for schools to stress leadership skills, responsibility, decision making, and participation in the political process of the workplace (Nidds and McGerald 1995). Burke (1992) stated that the work by Johnson, Bellanca, and Fogarty suggest the teaching of social skills has become the cornerstone of learning in the future.

Research by Kohn (as cited in Burke, 1992) stated that teachers should use a well designed program of prosocial instruction that includes cooperative conflict resolution. Knowing students have the skills to work out conflicts themselves will give teachers more time to teach (Bozzone, 1994). The classroom will be a happier place if social skills instruction is implemented (Evans, 1996).

Researchers showed that approaches to social skills instruction must be systematic and include specific teaching strategies. Cummings and Haggerty (1997) promoted a systematic approach to teaching social skills using units with direct instruction, practice, reinforcement, and generalizations of skills as well as staff development. Teaching social skills with modeling, practice, positive reinforcement, and shaping are essential for acquiring social skills. Modeling was effective when multiple models were used, wide ranges of behavior were displayed, and the observers perceived the model as similar to themselves according to Michelson and Mannarino (as

cited in Carter & Sugai, 1988). Goleman stated in an interview with O'Neil (1996) that teachers must model and teach children how to recognize and manage emotions. Berreth and Berman (1997) stated that we can help children develop social skills and moral values through modeling, direct instruction, experience, and continual practice. Empathy and self discipline provide the foundation on which people build moral behavior. Modeling, role-playing, self and peer monitoring were intervention tools used by the Peacebuilders Program to increase appropriate social skills (Embry and Flannery, 1994).

Appropriate social skills must be taught throughout the sequence of development. Children need to observe other socially appropriate models including parents, siblings, and friends. Schools mistakenly assume that children will pick up social skills on their own. However, children must be specifically taught and have opportunities to practice social skill-building. Role-playing can be beneficial in developing positive interaction skills. Positive social action involvement can build self-esteem and self-confidence, as well as cooperation, togetherness, and compassion, but it needs to be done properly (Cress, 1995).

Cooperative learning, a teaching strategy, has been very effective in teaching social values and skills (Costa, Bellanca, and Fogarty, 1992a). Historically, cooperative-learning groups had been designed to boost academic performance, and also reinforced a number of important social skills. Currently cooperative learning environments can be used to train social skills as a primary goal (McCallum and Bracken, 1993). Bellanca and Fogarty (1991) believed that cooperative learning provided positively structured peer interactions for intense student involvement. Abruscato (1994) developed a program that focused on a positive environment in the classroom emphasizing social skills, related classroom rules to the social skills being practiced, and grouped

students cooperatively to practice social skills.

Project Objectives and Processes

As a result of increased instructional emphasis on teaching social skills, during the period of October 1997 through January 1998, students in the targeted fifth grade classes at the targeted school will increase their ability to exhibit self-control and the resolution conflicts as measured by teacher and student checklists, parent contacts, lost recess time, and loss of instructional time.

Processes to be used to implement this objective include the following:

1. Develop instructional materials for social skill activities with students, staff, and parents.
2. Include social skill instruction in the curriculum.
3. Design new procedures in classroom management that re-enforce the social skills were applied.
4. Create a classroom climate to encourage appropriate social interaction.

As a result of increased instructional emphasis on social skills instruction, during the period of October 1997 through January 1998, students in the targeted fifth grade classes at the targeted school will have increased instructional time as measured by teacher classroom management charts and teacher surveys.

Processes to be used to implement this objective include the following:

1. Gather base line data on lost instructional time.
2. Implement instructional materials for social skills activities.
3. Apply new procedures in classroom management that re-enforce the social skills.
4. Create a classroom climate that encourages appropriate social interaction.
5. Rearrange the classroom environment.
6. Collect post data.

As a result of increased instructional emphasis on social skills instruction, during the period of October 1997 through January 1998, teachers in the targeted fifth grade classes at the targeted school will have increased satisfaction with classroom management as measured by teacher classroom management charts and teacher surveys.

Processes to be used to implement this objective include the following:

1. Administer teacher survey.
2. Implement instructional materials for social skills activities.
3. Implement changes in the curriculum.
4. Apply new procedures in classroom management that re-enforce the social skills.
5. Create a classroom climate that encourages appropriate social interaction.
6. Collect post data.

Project Action Plan

To achieve the project objectives that would allow students to increase their ability to exhibit appropriate social skills, increase instructional time and improve teacher satisfaction with classroom management the following action plan was developed and implemented. Section I of the outline deals with the development of materials used in the classroom throughout the action plan to foster social skill instruction. A special classroom center was established to include children's literature, games and visual graphics that reinforce social skills.

Prior to implementation, researchers created a parent newsletter with information regarding the social skills curriculum. Homework worksheets were written to encourage the students to practice the targeted skill and enhance transfer. A structured learning lesson was written for each targeted skill along with two review lesson plan formats and an informational memo to staff. A certificate of participation was designed to be awarded on the completion of the

interventions for each student.

Prior to September, a student skill survey, teacher survey, and a classroom management chart were developed by the teachers/researchers. Data collection was obtained for three weeks in September.

Structured learning sessions incorporated positive modeling, discussion, role-playing, and practice for transfer of the targeted skills.

I. Develop materials that foster social skills (August - September)

A. Locate children's literature

B. Create T-charts when appropriate

C. Collect video tapes and computer program

D. Gather games

E. Collect and create visual aids

II. Develop learning activities that include social skills (Prior to implementation in September)

A. Create parent letters to inform them of the program

B. Create homework sheets for re-enforcement of the skills taught

C. Collaborate with fifth-grade teachers on implementation of action plan

D. Schedule 40 minutes to teach initial lesson and two 20 minutes follow-up sessions per week for 12 sessions

E. Write social skill lesson with corresponding follow-up

F. Create informational memo that reinforces skills taught each week to be distributed to other staff members

G. Create a participation certificate for each student

III. Data collection to evidence the problem (beginning September)

A. Administer student skill survey

B. Administer teacher skill survey

C. Administer classroom management chart

IV. Intervention (12 weeks of intervention October through January)

A. Structured learning session

1. Present an introduction of the skill to be taught

2. Formulate the skill steps

3. Model skill being targeted

4. Discuss the modeling of the skill

5. Organize and conduct student role play

6. Provide feedback following the role play

7. Group students cooperatively and role play the targeted skill

8. Assign homework to reinforce targeted skill

B. Follow-up Learning Sessions

1. Review skill steps

2. Clarify and answer any questions

3. Collect any homework

4. Additional optional roleplay

C. Targeted skills

Week 1-Introduction to social skills

Week 2-Showing understanding of another's feelings

Week 3-Dealing with your anger

Week 4-Dealing with another's anger

Week 5-Using self-control

Week 6-Responding to teasing

Week 7-Avoiding trouble

Week 8-Staying out of fights

Week 9-Problem solving

Week 10-Accepting consequences

Week 11-Dealing with an accusation

Week 12-Negotiating

V. Data Collection To Assess Effectiveness of Interventions (January to February)

A. Re-administer student skill survey

B. Re-administer teacher skill survey

C. Re-administer classroom management chart

Methods of Assessment

The data collection methods used to assess the interventions included the teacher skill survey, student skill survey, and classroom management chart. The teacher and student surveys consisted of twelve items dealing with each of the targeted skills. Teachers and students were asked to rate the evidence of each targeted skill on a Likert scale of 1-5. The classroom management chart consisted of documentation of lost instructional time dealing with social problems, office referrals, parent contacts, and lost recesses due to inappropriate behavior. The number of office referrals, parent contacts, lost recesses, and loss of instructional time recorded

on the classroom management chart in September of 1997 will be compared to the number recorded in February 1998. Teacher and student surveys will be compared and analyzed for possible growth.

CHAPTER 4

PROJECT RESULTS

Historical Description of the Intervention

The objective of this research was to increase the fifth grade students' ability to exhibit appropriate social skills, to increase classroom instructional time and to improve teacher satisfaction with classroom management. Social skills instruction was implemented to effect desired outcomes.

Prior to direct classroom social skills instruction in the three fifth grade classrooms, pre-intervention data was collected for three weeks. The data were collected by the teachers on an instrument developed by the researchers to record classroom management problems (Appendix A). A survey on social skill knowledge and use was administered to students. A corresponding survey on student social skill usage was given to the classroom and specialty teachers of the students in the targeted classrooms.

Original plans called for twelve half hour group lessons per week during which specific social skills were to be presented, modeled, and role played by the students. Two additional follow up learning sessions were planned to take place throughout the week to review skills, clarify and answer any questions, and collect homework. However, due to scheduling problems and time constraints, only one additional follow up lesson was implemented consistently each week. The original plan called for written memorandums. Since frequent verbal communication

took place almost daily with the staff throughout the course of the intervention, the researchers felt that written communication was not necessary. Four weeks into the intervention, the lesson dealing with anger was lengthened an additional week due to the importance of the specific skill and student interest. The lessons dealing with avoiding trouble and negotiating were eliminated because of the shortened weeks of school and parent teacher conferences which the researchers had not anticipated during the intervention period.

An introduction to the program included: definition of social skills, definition of group rules, and a discussion regarding the components of the program. A letter for parents was sent home outlining the intervention plan (Appendix F). The skills chosen for implementation included: showing understanding of another's feelings, dealing with anger, dealing with another's anger, using self-control, responding to teasing, avoiding trouble, staying out of fights, problem solving, accepting consequences, dealing with an accusation, and negotiating. Lesson plans devoted to each of these skills may be found in Appendix G. To reinforce the targeted skills, additional materials such as story books, videos, posters, games, and a song were used to accomplish the objectives of the lessons (Appendix H).

Presentation and Analysis of Results

In order to assess the effects that the social skills lessons had on student behavior, the fifth grade teachers annotated the behavior management chart for three more weeks (Appendix A). Teachers kept a daily tally log of the behavior incidents in each of their classrooms throughout this post-intervention period. These data were aggregated for the three week period and a summary of the number of incidents is presented in the table below.

Table 1

Categories and Number of Discipline Referrals: Pre-Intervention

Classrooms	A	B	C
Office Referrals	0	7	0
Parent Contact	5	6	10
Lost Recess	2	12	4
Instructional Time Lost	64	175	83

Table 2

Categories and Number of Discipline Referrals: Post-Intervention

Classrooms	A	B	C
Office Referrals	2	1	0
Parent Contact	5	11	6
Lost Recess	53	2	3
Instructional Time Lost	57	175	160

According to the data on table 1 and 2 the number of students sent to the office remained low. It should be noted the two office referrals from Classroom A were recorded when there was a substitute teacher present for the day. There was a relevant decrease in office referrals from Classroom B. Office referrals from Classroom C remained the same at zero. Parent contacts remained the same in Classroom A and decreased in Classroom C. Parent contacts in Classroom B went from six contacts to eleven contacts. Of the total number of parent contacts in the pre and post intervention data, 14 out of 17 contacts were made concerning two individual students who have been identified as having learning and behavior problems.

Even though the data for lost recesses in Classroom A increased dramatically, the teacher noted that this was due to failure to complete homework rather than lack of social skills. Lost recesses in Classroom B decreased from 12 to 2, and lost recesses in Classroom C decreased by one.

Instructional time lost in Classroom A decreased slightly. Although the instructional time lost in Classroom B remained the same, documentation shows that over 50 percent of the time lost was because of two students who required parent contacts and were sent to the office. Lost instructional time could have been greater had it not been for the suspension of those two students during the data collection period. Data from Classroom C showed an increase in instructional time lost. Documentation showed that most of that time lost was regarding recess problems involving a small number of students and was not due to social skills problems involving the whole class.

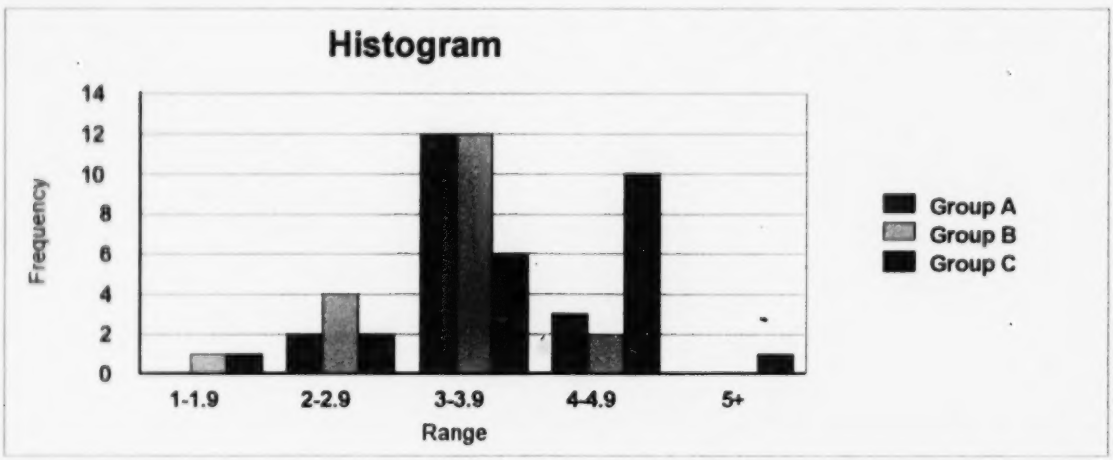

Figure 3

Range and Frequency of Student Responses on Social Skills Surveys

Student surveys were again administered after the intervention period. The teachers read

the surveys aloud to students to insure that reading level would not be a factor in completing each item. No additional explanation of social skills was given during the completion of the survey.

Data collection from the students surveys were tabulated for a range of scores (Appendix I). The individual averages for each student were calculated and ranked for their class. The tabulated range of scores were plotted on Figure 3. Comparing the three groups, A and B continue to reflect the normal distribution of scores, while Group C's distribution indicates a higher awareness of social skills.

Data were taken from the pre-intervention and post-intervention histogram of student social skills surveys to make a comparison chart for each group. Researchers analyzed the data for improvement in the students' awareness of their use social skills. Students rated their use of social skills on the survey as almost never, seldom, sometimes, often, and almost always.

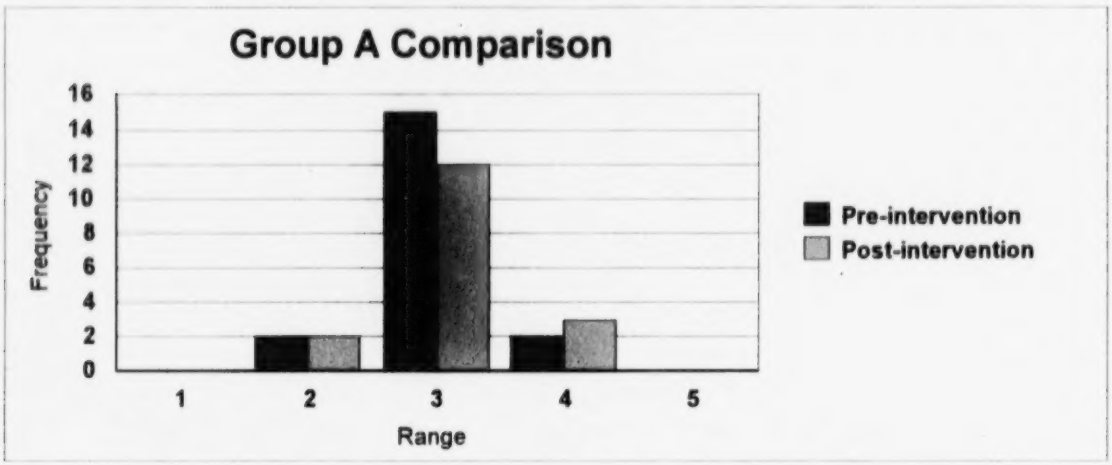

Figure 4

Range and Frequency of Group A Responses on Social Skills Surveys

Data collected showed that there was little change in the student's awareness of social

skills with most students responding that they use appropriate social skills sometimes. The number of students responding to the pre-intervention data was 19 with 17 students responding to the post-intervention survey. The make-up of the class changed during the intervention period due to the high mobility of students at the target school.

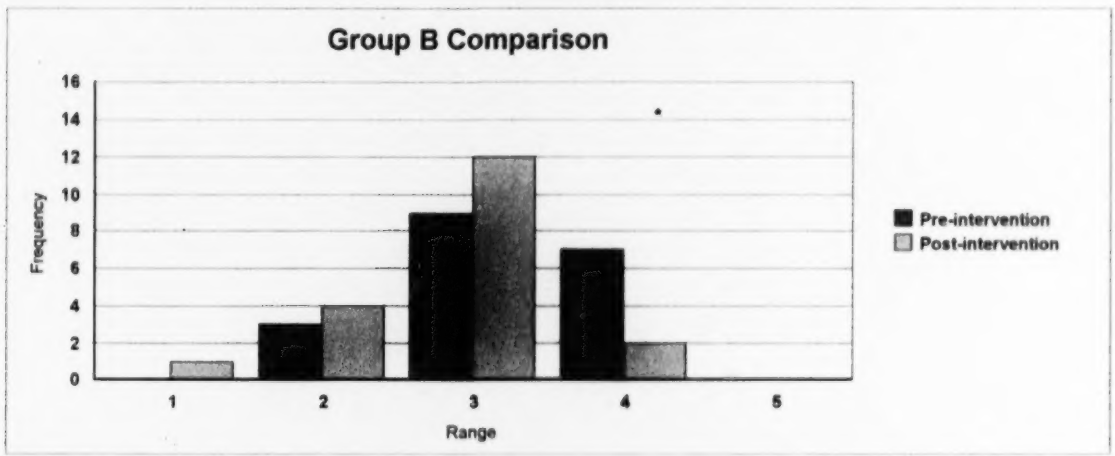

Figure 5

Range and Frequency of Group B Responses on Social Skills Surveys

Data collected from Group B showed an increase number of students that responded they sometimes used appropriate social skills. There is a decrease in the number of students that responded they often used social skills appropriately. There was an slight increase in the number of students that responded that they seldom or never used the targeted social skills. The composition of Group B did not change during the intervention period. There were the same number of students responding to both surveys.

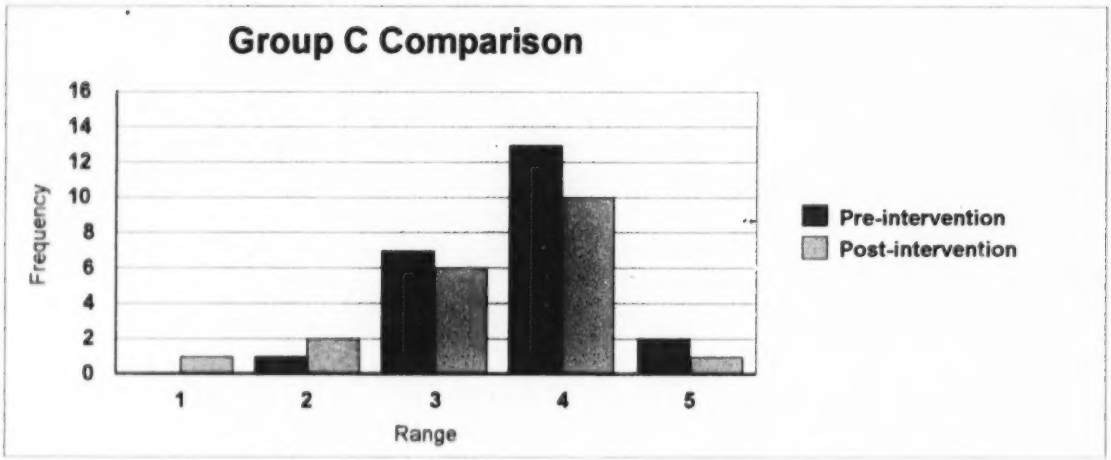

Figure 6

Range and Frequency of Group C Responses on Social Skills Surveys

Data collected from Group C showed a decrease in use of the targeted student social skills. One half of Group C felt that they often used social skills correctly. The number of students responding to the pre-intervention survey was 23 with 20 responding to the post-intervention survey.

Teacher surveys were completed during the same time period as the student surveys. Surveys were completed by the three targeted classroom teachers and specialty staff. The number of specialty staff responding to the post-intervention surveys remained the same as during the pre-intervention data collection period. The researchers asked that the surveys be completed with consideration given to the social skills of the students in the targeted classrooms.

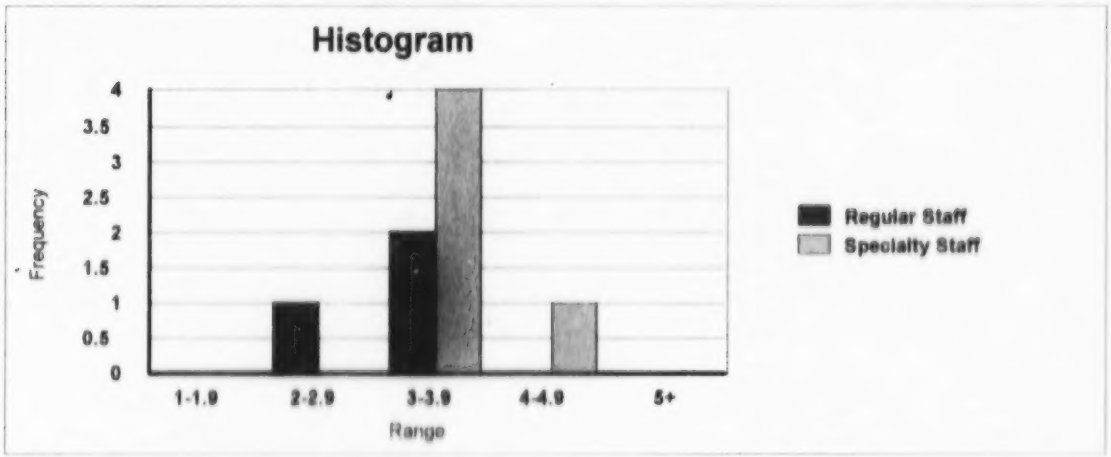

Figure 7

Range and Frequency of Teacher Responses on Social Skills Surveys

The scores from the teachers surveys were tabulated in the same manner as the students surveys for a range of scores (Appendix J). The specialty staff once again indicated that the students used social skills more frequently then indicated by the classroom teachers. Both groups of staff ranked the students use of social skills higher after the intervention period.

Conclusions and Recommendations

Based on the presentation and analysis of the data, the students' showed a slight improvement in social skill use and knowledge following in the intervention period. Even though the data did not reflect a marked improvement in the students' use of appropriate social skills, teachers observed a positive transfer to interpersonal behavior. Speciality staff reported an improvement in the students' use of appropriate social skills. Researchers believe students' behavior is usually most inappropriate with the speciality staff because of the unstructured format of these situations. Time on task in two classrooms was improved. When a conflict did arise, the

social skills taught were used and reinforced by both the teachers and students. One staff member even used the strategies taught to the students for himself to help remain calm in his classroom. A parent from classroom C commented that they would have liked to attend the classroom sessions to be able to implement the strategies at home. Students also commented that there was less fighting with their siblings at home because of their use of appropriate social skills. The use of role play in the lessons was noted by students as a enjoyable way to learn new skills. The cooperative nature of the learning task and the positive peer interaction during the presentation of the lessons had a beneficial impact on student involvement.

The researchers recommend the teaching of social skills with some modifications to the action plan. Due to restraints imposed on researchers by the implementation time line, the baseline date were collected at the beginning of the school year. The researchers believed there would be stronger evidence of social skill deficiencies if the data were collected later into the school year. According to the researchers, many students go through an adjustment process at the beginning of the year, and important problems that surface later in the year have not manifested themselves early in September.

Time constraints presented problems for the two researchers who did not have their own classes to implement the plan. The researchers believed that although the classroom teachers were cooperative, this instructional technique did not allow for the daily continuity and reinforcement of the targeted social skills.

Comments reported to the researchers by students and parents indicated that there was transfer of social skill instruction from the classroom to the home. The researchers believed collecting data from a pre and post parental survey would be beneficial.

Tailoring the social skill instruction to each of the targeted classrooms based on their makeup could have better met the needs of the individual classes. The three targeted classrooms were very different in their compositions and needs. The opinion of the researchers was that the social skill instruction could have been individualized to meet the needs of the individual classrooms.

In November, a school wide prevention program called Peacebuilders was implemented. Social skills are an intricate part of this program and are easily correlated with the researchers action plan. The impact that this program had on the results of the research are not known.

Researchers recommend the direct teaching of social skills throughout the school year. Social skills need to be taught and retaught as needed. The more exposure, practice, and reinforcement children get with social skills, the more appropriate their behavior is going to be in the classroom, on the playground, and in their neighborhoods.

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Appendix A
Behavior Checklist

CLASSROOM MANAGEMENT CHART FOR USE WITH SOCIAL SKILLS

WEEK OF _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
OFFICE REFERRALS NAME OF STUDENT SENT TO OFFICE					
PARENT CONTACTS NAME OF STUDENTS TYPE OF CONTACT - NOTE, PHONE OR CONFERENCE					
LOST RECESS NAME STUDENT					
INSTRUCTIONAL TIME LOST DOCUMENTED MINUTES					

Appendix B
Student Survey

Student Skill Checklist

Date: _____

Directions: Each of the questions will ask you about how well you do something. Next to each question is a number.

Circle number 1 if you almost never do what the questions asks.
Circle number 2 if you seldom do it.
Circle number 3 if you sometimes do it.
Circle number 4 if you do it often.
Circle number 5 if you almost always do it.

There are no right or wrong answers to these questions. Answer the way you really feel about each question.

Ratings:

1	2	3	4	5
Almost Never	Seldom	Sometimes	Often	Almost Always

1.	Do I use appropriate social skills?	1 2 3 4 5
2.	Do I show others that I understand how they feel?	1 2 3 4 5
3.	When I am angry, do I deal with it in ways that won't hurt other people?	1 2 3 4 5
4.	Do I try to understand other people's angry feelings?	1 2 3 4 5
5.	Do I keep my temper when I am upset?	1 2 3 4 5
6.	When somebody teases me, do I stay in control?	1 2 3 4 5
7.	Do I try to stay away from things that may get me into trouble?	1 2 3 4 5

8.	Do I think of ways other than fighting to take care of problems?	1	2	3	4	5
9.	Do I think of ways to deal with a problem and think of what might happen if I use these ways?	1	2	3	4	5
10.	When I do something I shouldn't have done, do I accept what happens then?	1	2	3	4	5
11.	Do I decide what I have been accused of and why, and then think of a good way to handle it?	1	2	3	4	5
12.	When I don't agree with somebody, do I help think of a plan to make both of us happy?	1	2	3	4	5

Appendix C
Tabulation of Pre-Intervention Student Surveys

Group A	Group B	Group C
2.9	2.3	2.3
2.9	2.7	3.1
3	2.8	3.3
3.1	3.3	3.3
3.1	3.3	3.4
3.2	3.3	3.7
3.3	3.5	3.8
3.4	3.7	3.8
3.6	3.7	4
3.6	3.7	4
3.6	3.7	4
3.7	3.9	4
3.8	4.1	4.1
3.8	4.3	4.3
3.8	4.3	4.5
3.8	4.3	4.6
3.9	4.6	4.7
4.2	4.6	4.7
4.5	4.6	4.7
		4.9
		4.9
		5
		5

Range	*Group A*	*Group B*	*Group C*
1-1.9	0	0	0
2-2.9	2	3	1
3-3.9	15	9	7
4-4.9	2	7	13
5+	0	0	2

Appendix D
Teacher Survey

Teacher Skill Checklist

Date:_____

Directions: Listed below you will find twelve skills that children are more or less proficient in using. This checklist will help you record how well your class uses the various skills. For your class, rate their use of each skill, based on your observations of their behavior in various situations.

Circle 1 if the class is almost never good at using the skill.
Circle 2 if the class is seldom good at using the skill.
Circle 3 if the class is sometimes good at using the skill.
Circle 4 if the class is often good at using the skill.
Circle 5 if the class is almost always good at using the skill.

Please rate the class on all skills listed. If you know of a situation in which the class has particular difficulty in using the skill well, please note it briefly in the space marked "Problem Situation."

1. **Social skills:** Does your class use appropriate social skills? 1 2 3 4 5

   Problem Situation:_____

2. **Showing Understanding of Another's Feelings:** Does the class show understanding of others' feelings in acceptable ways? 1 2 3 4 5

   Problem Situation:_____

3. **Dealing with Your Anger:** Does the class use acceptable ways to express their anger? 1 2 3 4 5

   Problem Situation:_____

4. **Dealing with Another's Anger:** Does the class try to understand another's anger without getting angry themselves? 1 2 3 4 5

Problem Situation: _____

5. **Using Self-control:** Does the class know and practice strategies to control their temper or excitement? 1 2 3 4 5

Problem Situation: _____

6. **Responding to Teasing:** Does the class deal with being teased in ways that allow them to remain in control? 1 2 3 4 5

Problem Situation: _____

7. **Avoiding Trouble:** Does the class stay away from situations that may get them into trouble? 1 2 3 4 5

Problem Situation: _____

8. **Staying Out of Fights:** Does the class know of and practice socially appropriate ways of handling potential fights? 1 2 3 4 5

Problem Situation: _____

9. **Problem Solving:** When a problem occurs, does the class think of alternatives and choose an alternative, then evaluate how well this solved the problem? 1 2 3 4 5

Problem Situation: _____

10. **Accepting Consequences:** Does the class accept the consequences for their behavior without becoming defensive or upset? 1 2 3 4 5

Problem Situation: _____

11. **Dealing with an Accusation:** Does the class know of and practice ways to deal with being accused of something? 1 2 3 4 5

    Problem Situation: _____

12. **Negotiating:** Is the class willing to give and take in order to reach a compromise? 1 2 3 4 5

    Problem Situation: _____

13. **Social Skills Instruction:** Do you feel that you are losing instructional class time to deal with social problems?

    Comment: _____
    _____
    _____

14. **Social Skills Instruction:** In regard to student discipline, comment on three areas you see as needing improvement.

    1. _____
    _____
    2. _____
    _____
    3. _____
    _____

Appendix E
Tabulation of Pre-Intervention Teacher Surveys

Group A	Group B
3.5	2.2
3.5	2.4
2.4	3.3
	3.4
	3.8

Range	*Group A*	*Group B*
1-1.9	0	0
2-2.9	1	2
3-3.9	2	3
4-4.9	0	0
5+	0	0

Appendix F
Parent Letter

LINCOLN-IRVING SCHOOL
1015 -16TH AVENUE
MOLINE, ILLINOIS 61265
Michael Houselog, Principal

Dear Parents,

Our fifth grade classes will be studying important social skills first semester. Students will be learning appropriate ways to deal with situations that can occur at home, at school or in their peer group. All the lessons will be modeled, discussed, role played by the students and practiced.

We would like to invite you to be a partner in your child's learning experience. We believe your involvement will help your child attain a higher level of success. This partnership between home and school can provide your child with learning opportunities that we hope will last a lifetime.

In order to help reinforce the work we are doing in the classroom, we will be sending home prepared homework sheets each Monday for you and your child to share. These sheets are designed to provide your child a way to practice and reinforce the lesson for the week. We are asking the students to return the sheets the following week. There are no special materials to buy. Your only investment is a few minutes of your time each day to reinforce your child's use of these techniques in their daily life. The lessons are as follows:

Week 1-Introduction to social skills
Week 2-Showing understanding of another's feelings
Week 3-Dealing with your anger
Week 4-Dealing with another's anger
Week 5-Using self-control
Week 6-Responding to teasing
Week 7-Avoiding trouble
Week 8-Staying out of fights
Week 9-Problem solving
Week 10-Accepting consequences
Week 11-Dealing with an accusation
Week 12-Negotiating

We look forward to your participation in our experiences this semester. If you have any questions about these activities, please feel free to contact any one of us at 757-3515. Let's work together this year to help your child succeed in developing these important life skills.

Sincerely,

Appendix G
Lesson Plans

Lesson 1 Introduction of Program

1. Discuss social skills
    a. Define social skills by brainstorming and list on overhead or board
    b. Introduce Group Rules with T-Charts and post (appendix A)Burke pg 61
    c. Introduce Body Basics (appendix B) Tough Kid pg. 193
    d. Discuss and outline components of the program

Lesson 2-Showing Understanding of Another's Feelings

1. Review group rules and body basics
2. Make a list of words that describe feelings
3. Introduce social situation (page 138 Skillstreaming)
4. Discuss the following steps:
    A. Watch the person
    B. Name what you think the person is feeling.
    C. Think about your choices:
        a. Ask the person if he/she feels this way
        b. Ask the person if you can help
        c. Leave the person alone
    D. Act out your best choice.
5. Model skill targeted
6. Discuss the modeling of the skill
7. Organize and conduct student role play
8. Provide feedback following the role play
9. Group students cooperatively and role play the targeted skills
10. Assign homework to reinforce targeted skill (Tough Kid 173)

SUGGESTED SITUATIONS

SCHOOL: A classmate is crying because someone teased him/her.

HOME: Your brother or sister won't talk to anyone after having a talk with a parent.

PEER GROUP: A friend throws a board game after losing.

Lesson 3-Dealing with your anger

1. Review group rules and body basics
2. Introduce social situation (page 140 Skillstreaming)
3. Discuss the following steps:
    A. Stop and count to ten.
    B. Think about your choices.
        a. Tell the person in words why you are angry.
        b. Walk away for now.
        c. Do a relaxation exercise (page 165 Skillstreaming)
    C. Act out your best choice.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: You don't think the teacher has been fair to you, you are angry at yourself for forgetting your homework, or you are having a day where everything seems to go wrong.

HOME: Your parents won't let you have a friend over and won't let you leave the house.

PEER GROUP: A friend talks about you behind your back.

Lesson 4-Dealing with another's anger

1. Review group rules and body basics
2. Introduce social situation (page 141 Skillstreaming)
3. Discuss the following steps:
    A. Listen to what the person has to say.
    B. Think about your choices.
        a. Keep listening.
        b. Ask why he/she is angry.
        c. Give him/her an idea to fix the problem.
        d. Walk away for now.
    C. Act out your best choice.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: The teacher is angry at you for not doing well on a test.

HOME: Your parents are angry because you didn't clean your room.

PEER GROUP: Another student is angry at you because you didn't choose him/her to play a game.

Lesson 5-Using self control

1. Review group rules and body basics
2. Introduce social situation (page 145 Skillstreaming)
3. Discuss the following steps:(Skillstreaming 145 and Tough Kid 181 and 207)
    A. Stop and count to 5.
    B. Decide what the problem is and how you feel.
    C. Think about your choices and their consequences:
        a. Ignore the situation.
        b. Tell yourself it's okay.
        c. Tell yourself to relax.
        d. Speak calmly.
        e. Compromise.
        f. Say how you feel, using I-statements.
    D. Decide on your best choice.
    E. Do it.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: You are behind in your school work.

HOME: Your parents won't let you do what you want to do?

PEER GROUP: A friend borrows something of yours and breaks it.

Lesson 6-Responding to teasing

1. Review group rules and body basics
2. Introduce social situation (page 147 Skillstreaming)
3. Discuss the following steps (Skillstreaming 147 and Tough Kid 185 and 211)
    A. Stop, take a deep breath, and count to five.
    B. Decide what the problem is and how you feel.
    C. Think about your choices and the consequences.
        a. Ignore the teasing.
        b. Walk away.
        c. Say something good about yourself to yourself or the other person.
        d. Say how you feel in a friendly way. (I-statement)
        e. Give a reason for the person to stop.
    D. Decide on your best choice.
    E. Do it.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: Someone is poking you or making faces at you in class.

HOME: Your brother or sister laughs at you.

PEER GROUP: Someone calls you a name or teases you about your hair or clothes.

Lesson 7-Avoiding trouble

1. Review group rules and body basics
2. Introduce social situation (page 148 Skillstreaming)
3. Discuss the following steps (Skillstreaming 148)
    A. Stop and think about what the consequences of the action might be.
    B. Decide if you want to stay out of trouble.
    C. Decide what to tell the other person.
    D. Tell the person.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: Another student wants you to help him/her cheat on a test.

HOME: Your brother or sister wants you to take money from your parents.

PEER GROUP: A friend wants you to tease another friend.

Lesson 8-Staying out of fights

1. Review group rules and body basics
2. Introduce social situation (page 149 Skillstreaming)
3. Discuss the following steps.(Skillstreaming 149 and Tough Kid 209 and 183)
    A. Stop and count to ten.
    B. Decide what the problem is and how you feel.
    C. Think about your choices and their consequences.
        a. Walk away for now.
        b. Talk to the person in a friendly way.
        c. Ask someone for help in solving the problem.
        d. Compromise.
        e. Take turns.
        f. Speak calmly.
    D. Decide on your best choice.
    E. Do it.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: Someone says that you did poorly on your schoolwork.

HOME: Your brother or sister tattles on you.

PEER GROUP: Someone doesn't play fair in a game and calls you a name.

Lesson 9-Problem solving

1. Review group rules and body basics
2. Introduce social situation (page 150 Skillstreaming)
3. Discuss the following steps:(Skillstreaming 150 and Tough Kid 179 and 205)
    A. Stop, take a deep breath, and count to five.
    B. Decide what the problem is and how you feel.
    C. Think about your choices and their consequences.
    D. Decide on your best choice.
    E. Do it.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: You don't understand an assignment, or you forgot your lunch money.

HOME: You broke a window at your house.

PEER GROUP: You lost something you borrowed from a friend.

Lesson 10-Accepting consequences

1. Review group rules and body basics
2. Introduce social situation (page 151 Skillstreaming)
3. Discuss the following steps:(Skillstreaming 151)
    A. Decide if you were wrong.
    B. If you were wrong, say to yourself, "I have to accept the consequences."
    C. Say to the person, "Yes, I did _____ " (Describe what you did).
    D. Say something else:
        a. How you will avoid this behavior next time.
        b. Apologize.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: You forgot your homework assignment.

HOME: Your parents tell you that you can't go to a movie because you didn't do your chores.

PEER GROUP: You lost the money your friend asked you to keep for him/her.

Lesson 11-Dealing with an accusation

1. Review group rules and body basics
2. Introduce social situation (page 152 Skillstreaming)
3. Discuss the following steps.(Skillstreaming 152)
    A. Stop and say," I have to calm down.".
    B. Think about what the person has accused you of.
    C. Ask yourself, " Is the person right?"
    D. Think about your choices:
        a. Explain in a friendly way that you didn't do it.
        b. Apologize.
        c. Offer to make up for what happened.
    E. Act out your best choice.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: A teacher has accused you of cheating.

HOME: Your parents accuse you of breaking something.

PEER GROUP: A friend accuses you of taking something that wasn't yours.

Lesson 12-Negotiating

1. Review group rules and body basics
2. Introduce social situation (page 153 Skillstreaming)
3. Discuss the following steps (Skillstreaming 153)
    A. Decide if you and the other person disagree.
    B. Tell how you feel about the problem.
    C. Ask the person how he/she feels about the problem.
    D. Listen to the answer.
    E. Suggest or ask for a compromise.
4. Model skill targeted
5. Discuss the modeling of the skill
6. Organize and conduct student role play
7. Provide feedback following the role play
8. Group students cooperatively and role play the targeted skills
9. Assign homework to reinforce targeted skill

SUGGESTED SITUATIONS

SCHOOL: Your teacher gives you work that you feel you can't do.

HOME: Your parents want you to baby-sit, but you need to do your homework.

PEER GROUP: Your friend wants to play one game, but you want to play another.

Appendix H
Suggested Materials for Social Skills

Cohen, B. (1983). Molly's Pilgrim, New York, NY: Bantam Doubleday Dell Publishing Group, Inc.

Cosby, B. (1997). The Meanest Thing to Say. New York, NY: Scholastic, Inc.

Cosby, B. (1997). The Best Way to Play, New York, NY: Scholastic, Inc.

Crary, E. (1992). I'm Mad, Seattle, WA: Parenting Press, Inc.

Maser, A. Ed.D. (1994). Don't Rant & Rave on Wednesday, Kansas City, MO: Landmark Editions, Inc.

McLeod Humphrey, S. (1995). If You Had to Choose, What Would You Do?, Amherst, NY: Prometheus Books.

Shapiro, E. Ph.D (1995). Sometimes I Like to Fight, (But I Don't Do It Much Anymore), King of Prussia, PA: The Center for Applied Psychology, Inc.

Zimmerman, T. & Shapiro, L. (1996). Sometimes I Feel Like I Don't Have Any Friends (But Not So Much Anymore), King of Prussia, PA: Center for Applied Psychology, Inc.

Appendix I
Tabulation of Post-Intervention Student Surveys

Group A	Group B	Group C
2.3	1.4	1.6
2.9	2.2	2.3
3	2.3	2.7
3	2.8	3
3.1	2.8	3.2
3.2	3	3.4
3.3	3.2	3.5
3.3	3.2	3.8
3.5	3.4	3.8
3.5	3.4	4
3.5	3.6	4
3.7	3.7	4.2
3.7	3.7	4.3
3.9	3.7	4.3
4.1	3.8	4.5
4.1	3.8	4.5
4.7	3.9	4.6
	4.1	4.7
	4.5	4.7
		5

Range	*Group A*	*Group B*	*Group C*
1-1.9	0	1	1
2-2.9	2	4	2
3-3.9	12	12	6
4-4.9	3	2	10
5+	0	0	1

Appendix J
Tabulation of Post-Intervention Teacher Surveys

Group A	Group B
2.9	3.1
3.3	3.2
3.8	3.6
	3.8
	4

Range	*Group A*	*Group B*
1-1.9	0	0
2-2.9	1	0
3-3.9	2	4
4-4.9	0	1
5+	0	0